

Bowling Green Technical College

College Readiness Initiatives

Bowling Green Technical College is implementing its “On Track” program with three school districts in an effort to improve college readiness. The overarching goal of On Track is to partner with high schools in such a way that all students graduate without a need to take developmental courses upon college matriculation.

In order to make long-lasting change in these communities, a culture must be changed, and this requires investment from the college and community, and engagement of students earlier than their junior or senior year in high school. The On Track program partners with local school districts to engage students and parents from their freshman year through high school graduation. Career exploration and skills assessment are milestones of this early contact. Helping residents—many of whom would be first generation college students—to understand that they have the skills to be successful in college, and teach them the steps to attain this goal, is paramount to changing their perceptions about future career possibilities.

Upon successful early skills assessment, high school students are given the opportunity to enroll in skill appropriate college courses (including developmental courses), taught both in high schools and on BGTC campuses. The goal is to complete college level math and English course before high school graduation. Support and interaction is critical during this time so that students understand that academic and social support is available at both educational institutions. Tuition is reduced in order to increase affordability, and courses are taught at times convenient to students schedules, to include during high school operating hours, and offered in multiple semester, bi-term, or trimester terms.

Advising is a joint venture between high school and college counselors/advisers. Frequent meetings and professional development will involve administrators, staff, and faculty from all involved institutions. Computer stations and software are being purchased to help assist faculty in meeting students tutoring needs. Collectively, a support network is being created to introduce high school students and their parents to the reality of successful college completion.

Elizabethtown Community and Technical College Developmental Studies Initiatives

1. **Fast Track Bi-terms:** (which are only useful if they're followed by the next course) We are offering 090 and then 091 in bi-term and 020 and 185 in bi-term. They're also all still in full semester length. GE 101 is also available in bi-terms.
2. **Online:** All the ds courses are offered online, mostly in bi-terms. Online courses taught by adjuncts are clones of ours.
3. **Accessibility:** All the ds courses are offered at the larger off campus sites for access
4. **Faculty:** 3 full time faculty teach ds and several other full time faculty may teach a section or two. We've acquired a new full time position, largely from anticipated enrollment increases in reading courses. We also have a good, fairly steady pool of adjuncts, mostly current and retired teachers, who are significantly mentored
5. **Advising and Placement:** New on-line training for all advisors goes into effect this fall. Developmental advising is a strong component of that.
6. **Connections with local high schools:** We have memorandums of agreement with area high schools and adult ed to provide RDG 010, MAH 055 and 065. And we are in the beginning stages of forming relationships with the high school teachers for the purposes of aligning curriculum.
7. **Developmental Studies Coordinator:** We have a Developmental Studies coordinator who oversees planning of the developmental classes and curriculum, and also mentors adjunct faculty.
8. **Early Alert System:** The ECTC counselors maintain an Early Alert System which allows us to identify students who are either struggling academically or not attending after the first four weeks of class for intervention.

Best Practices at Madisonville

1. Developmental education is a stated part of MCC's mission
2. The standing committee, College Readiness Transition Committee, was established by the admin. and works on assessment and placement, curriculum, statistics, etc.
3. All incoming freshmen participate in a First Semester Experience which is led by a trained faculty advisor who guides the students throughout the first semester with the goal of assisting the student in declaring a major at the close of that semester and being placed with an advisor in that specific program
4. Developmental courses are included with the Humanities and Natural Sciences Divisions--decentralized but highly coordinated.
5. Programs for at-risk students are coordinated with the Adult Education Program (modeled after Jefferson CC's EES program)
6. A FT math faculty member works with high school math teachers to align math curriculum--a special class has been created for high school seniors which focuses on the coordinated competencies.
7. The Learning Center tutoring program is certified by the College Reading and Learning Association.
8. Learning Communities have been created which combine reading, study skills, and biology.
9. The college hires FT faculty for many developmental education courses
10. The Counseling Center works with the Learning Center to contact students (referred by instructors) who are having difficulty in classes (Early Alert System)
11. Students are placed in developmental courses based on nationalized tests: ACT, COMPASS, or ASSET.
12. The college Institutional Research stats include success/failure rates of developmental education students as they move from DE into entry level college courses
13. MCC faculty are actively involved in professional development--attending and presenting at conferences, as well as holding offices in professional organizations
14. Special support services are provided for struggling developmental/entry level writing and math--the Gateway to Success Program was selected for the KADE Innovative Program last year.
15. There is a well-developed Academic Success course.
16. Active learning techniques and critical thinking are emphasized for all classes, including DE.
17. The Title III Grant (which has been completed) was focused on restructuring and strengthening DE. Regular progress reports were given at college faculty meetings.

College Readiness Practices at Somerset Community College

Somerset has taken several significant steps to reduce the need for developmental education and improve the success of students needing remedial or developmental courses to advance their postsecondary goals. These steps are in accord with accepted best practices and exhibit considerable commitment from the SCC administration. The following list summarizes those efforts:

- Practicing more intrusive developmental advising. Any student whose test scores indicate developmental placement in 2 or more subjects, regardless of major, is directed to a developmental advisor, working out of the new Developmental Studies Division. Students are contacted before they attend orientation, if possible. If not, they meet with a developmental advisor after their orientation session to ensure appropriate placement.
- Creating a developmental division. SCC's administration has demonstrated their support for developmental education by establishing a separate Developmental Studies Division with a Division Chair (Kim Cleberg), an Administrative Assistant, and developmental faculty. Faculty members who were teaching developmental courses or a combination of developmental and credit-bearing courses were asked to move to the new division. Most have chosen to stay in their original division, but to accept split responsibilities with developmental classes being scheduled and supervised within the new division. Further administrative support has resulted in the hiring of three new faculty members, one each in developmental math, reading, and writing, who are assigned to the new division.
 - Experimenting with teaching modes and schedules. Recognizing that our diverse students may require multiple pathways to reach their goals, our Developmental Studies Division is offering courses in new formats, such as entirely web-based or web-enhanced courses, self-paced courses, courses with required tutorials, paired courses and increased focus on introduction to college and first-year experience courses. As faculty move to these new teaching environments, they have been and continue to be offered additional professional development.
- Expanding tutorial services. A Title III grant, now expired, enabled SCC to focus funds on expanding tutorial services in Somerset and at other campuses and sites the college serves. We created a STAR (Student Tutoring and Resource) Center on the Somerset campus as a centralized tutorial and advising center; we have since established smaller STAR Centers at our London campus and smaller tutorial programs at other sites.
 - Reinvigorating P-16 Council. This spring SCC has taken a leadership role in getting a non-functioning P-16 council up and going again. We have christened ourselves Lake Cumberland P-16 Council and serve the counties of Russell, Wayne, McCreary, Casey, and Pulaski Counties. We were awarded a grant which has enabled us to begin work on 3 initiatives: curriculum alignment, needs assessment, and college and workforce readiness. These initiatives fall right in line with best practices and the direction both CPE and KDE are taking. Two meetings with representatives from secondary and postsecondary school systems and community leaders were held during the spring semester. A workgroup for each of the three initiatives was formed and has already begun its work.

Jefferson Community and Technical College Developmental Education Best Practices

The Reading/Academic Success Division Success/Persistence Plan has been developed around four points of potential attrition:

1. Student Advising (At-Point-of-Assessment Advising)
2. Learning During Semester (Identification/Referral/Intervention Plan (EARS); extended advising: life/career/ educational exploration and planning; learning how to construct meaning, and think critically, apply that meaning in novel situations, make decisions, and solve problems – reason and think with new skills and information)
3. Redesign Developmental Reading
4. Offering free refresher courses in reading, writing, and math for those students entering college whose entrance exam scores fall below the minimum (EES)

1. Proactive and Intrusive Advising

New Positions

Jefferson has hired two full-time professional advisors and a full-time tracker. The full-time professional advisors will provide consistency to the advising process when added to the existing developmental advising program, which has 20 developmental advisors who are trained and focus on developmental students. The tracker will enable the college to ensure proper placement of developmental students under the new CPE admission's guidelines.

Jefferson has also created a developmental education coordinator for the college.

Learning Communities:

Most classes in the Reading/Academic Success Division are part of a learning community:

- RDG 020 for new students is paired with GE 101
- CMS 185 for new students is paired with GE 101 and in some instances with a career pathway entry-level course such as:
 - ENG 160
 - BA 160
 - GE 130
- CMS 185 for returning students who have successfully taken RDG 020 may or may not be paired with an entry-level course.

SuccessNow Cohort Advising/Counseling/Instruction Team

Each reading class has a Cohort Advising/Counseling/Instruction Team:

- Reading and paired Academic Success Instructors, and Entry-Level Course Instructor (if any)
- Developmental Advising Coordinator
- Career Pathway Counselors (educational case managers) or counselors

Lead Cohort Team Retention Advisors

- The lead retention advisors in each Cohort Advising/Counseling/Instruction Team for each learning community are the reading instructors, the paired academic success instructors, and the entry-level courses instructors (if any).

Responsibilities of each Cohort Advising/Counseling/Instruction Team Member:

1. New Student Advising (At-Point-of-Assessment Advising)

Developmental Advising Coordinator:

- Training sessions every semester for developmental advisors
- Supervises and Coordinates At-Point-of-Assessment Advising
- Create early-identification/referral plan for at-risk students needing additional support

Educational Case Managers or Counselors:

- Identifies and helps learners:
 - Makes contact with new learners
 - Helps new learners understand their financial aid situation
 - Identifies potential nonacademic and mental stress problems and makes referrals

AdvisorTrac

AdvisorTrac is for advisement and counseling centers. AdvisorTrac is web-based. Advisors/Counselors, students and administrators can access their records via the web.

2. Learning During Semester: Cohort Advising/Counseling/Instruction Team Member:

Reading, Academic Success, and Entry-Level Course Learning Community Instructors:

- Take attendance
- Initiate Homework Policy at the beginning of each semester
- Use learner engaging pedagogies (Reading/Academic Success faculty required to attend SuccessNow Learning Academy – faculty-staff development)
 - Increases learner contact throughout the semester
- Help learners learn cognitive and metacognitive skills for constructing and using meaning (decision-making, application, problem solving, critical thinking)
- Give prompt feedback
- Increases outside class student contact throughout the semester
- Academic Success: Life/Career/Educational exploration and planning
- Identify learners who are becoming at-risk and counsel them
- Identify learners who are becoming at-risk who need extra intervention; Using EARS Referral Form refer to appropriate advisor or counselor:

Advisors, Case Managers, Counselors:

- Attendance/participation, academic problems to Developmental Advising Coordinator for counseling and possible further referral
- Nonacademic, mental stress to educational case managers or counselors for counseling and possible further referral
- Increases learner contact throughout the semester

Academic Support Referral:

Increase visibility and contact for students and faculty.

- Tutoring Center
- Alternative and Supplemental Instruction Center
- Learning Center
- Writing Center
- Math Lab

TutorTrac

The goal of this proposal is purchase proven software (TutorTrac) with which to help streamline advising of developmental students, integrate services and support tracking of support services, build an online tutoring program, enable faculty/student scheduling of appointments online for services and support, and develop an online communication system for referral and intervention of at-risk students who are identified as falling into the following areas that negatively impact student success. Inherent in this goal is increasing accountability of student services and academic support for all of Jefferson Community and Technical College campuses in the developmental disciplines of reading, math and writing.

Student Services Referral:

Increase visibility and contact for students and faculty.

- CREW Center (career planning)
- ULTRA (transfer students)
- Single Parent Support Group
- Dial 211 (streamlined access to health and human services)
- Ready-to-Work
- Counseling
- Career Pathways Counselors

3. End of Semester Advising (Early Advising)

Academic Success and Reading Learning Community Instructors:

Developmental Advising Coordinator:

- Training sessions every semester for developmental advisors
- Supervises and Coordinates At-Point-of-Assessment Advising

Academic Success Coordinator:

- Training sessions every semester on career/educational exploration and planning
- Early advising coordination with Developmental Advising Coordinator using GE 101 student Academic Program Plan

Academic Success and Reading Cohort Instructors:

- Advise reading students

Advisors, Case Managers, Counselors:

- Track and keep records on student success and persistence

2. Early Identification, Referral and Intervention of At-Risk Student Plan

(Early Alert Referral System – EARS)

Goals: Increase the number of students who succeed by 10% and the number of students who return the second semester by 10% through student support structures and procedures that will also provide a basis for increasing retention.

Areas Negatively Impacting Success, Persistence, and Retention

1. Attendance, Participation, and Homework (*taking self-responsibility for learning*)

Students who have not had to take responsibility for learning in high school or who have been out of the classroom for some time can find themselves in academic trouble quickly in classes where attendance, participation, and homework impact either their grades or success. Homework is a valuable way of increasing instructional time-on-task – crucial to the success of developing cognitive skills.

2. Academic Problems (*learning problems, underpreparedness*)

Students testing as underprepared in reading often need the help of additional-time-on-task or the additional help of academic support services, such as the Writing Center , the Learning Center , the Math Lab, AccessAbility Center , Tutoring and other academic support services on campus.

3. NonAcademic Problems (*daycare, transportation, financial aid, personal problems, etc.*)

Students' lives outside the classroom very often impact learning, success and retention. Students tend to see these problems as outside the college's ability to help; however, counselors and educational case managers have at their disposal many contacts for helping the student deal with these external problems. Immediate referral is the key to success with these problems.

4. Disruptive Behavior (*is student behavior in a classroom or other learning environment which disrupts the educational process.*)

Learning is the heart of Jefferson 's mission. Most students have sacrificed to get the opportunity to receive an education. Procedures are in place to give disruptive students the opportunity to make changes in their behavior.

5. Mental Stress (*depression, alcohol and drug, suicide, etc.*)

"Mental health is clearly linked to retention and academic performance (Backels & Wheeler, 2001). Academic advisors find that mental health issues interfere with student success more than ever before."

Early Identification, Referral and Intervention of At-Risk Student Plan

The key to a successful Early and Timely Identification, Referral and Intervention (EARS) of students at-risk is early identification of potential (*proactive*) at-risk problems that may adversely affect student learning or success. Once identified, it is crucial that help or referral is timely; in many cases, *immediate*. Intervention needs to be *intrusive* as time is one of the most important keys to successfully solving at-risk problems.

Advisors and faculty are the keys to early identification of students who do not tend to seek help; therefore, consistent and ongoing professional development on identifying at-risk students, understanding the procedures for documenting and referring students to appropriate support is built into the plan.

The Early Identification, Referral and Intervention of At-Risk Student Plan is part of the Reading/Academic Success division's Intrusive Advising Program.

Major Components of the At-Risk Early Identification, Referral and Intervention Plan

Built into the EARS plan are proactive and intrusive:

1. early at-risk identification tools
2. documentation procedures
3. advisor/faculty/student communication suggestions

4. referral procedures
5. intervention plans
6. faculty/advisor/counselor/educational case manager feedback guidelines
7. faculty/advisor/counselor/educational case manager professional development

At the beginning of each semester, in the Reading/Academic Success division students who are part of special support groups, which have either counselors or educational case managers (SSSP, Ready-To-Work, Health Career Pathways, etc.) are identified and these counselors become part of the Learning Community Advising Cohort Team. Students who are not part of a special support group are assigned a counselor from the college counselors. Intrusive and proactive advising and early at-risk intervention can only be successful if they are also *systemic* and *collaborative*. The division's linked learning communities made up of developmental reading and academic success courses, and some writing and content courses organized around career pathways provide a powerful opportunity for integrating student and academic affairs. Faculty, advisors, counselors, and educational case managers will organize into assigned Advising Learning Community Cohort Teams for each of the linked learning communities. These proactive early identification and referral teams along with the intrusive intervention provided by student affairs support (mental stress, nonacademic problems, etc) and academic affairs (learning center, tutoring, math lab, writing lab, etc) are at the heart of a systemic approach which is collaborative.

3. Redesign Developmental Reading

Goals

The reading program has redesigned its approach to reading instruction and created a new textbook - ISBN 0558390722, Taking Control of Reading. The first goal of this reading textbook is to give the reader the knowledge of how the brain learns naturally so that they can take control of learning when reading college textbooks. Teaching readers metacognitive strategies without the knowledge about how these strategies impact learning leaves the student without the thinking tools to make decisions about when to use these strategies and to assess which strategies to use.

The second goal is to help the reader understand how meaningfulness is constructed and how the construction of meaningfulness is a physiological process that reflects how the brain learns naturally.

The third goal is to help the reader develop conceptual frameworks for the meaning they are constructing. For this goal, the instructor and student will use mind mapping to enable the reader make their thinking visible.

The fourth goal will help the reader make the meaning and conceptual frameworks they construct useful – decision making and problem solving.

Pedagogy

The course and reading text is heavily dependent on modeling - demonstrating to the reader why and how to perform metacognitive and elaboration strategies that are in sync with how the brain learns naturally in order to construct meaning and make it useful. In the process of modeling, it is the goal **to articulate the reasoning and decision-making involved in each step of the process of construction**. Both instructor and students collaboratively model the thinking strategies until the student is leading the modeling of the strategies while reading and the instructor's modeling steps into the background. When the model has finally faded, meaning that the students have followed their own thoughts instead of following an example, the modeling becomes has become part of a scaffolding process.

4. Educational Enrichment Services

“EES/Transition to Postsecondary Education

Educational Enrichment Services (EES – pronounced “ease”) is a Jefferson County Public Schools Transitions Program funded by Kentucky Adult Education in partnership with Jefferson Community and Technical College (JCTC). EES offers free refresher courses in reading, writing, and math for those students entering college whose entrance exam scores fall below the minimum. The partnership has resulted in an annual savings to the students of approximately \$400,000 in tuition and higher student retention rates at the college for students beginning their college experience as EES participants. Classes are located at two JCTC campuses and at Spalding University. English as a Second Language (ESL) courses are also available in reading, grammar, and conversation at the downtown JCTC campus. EES classes are scheduled to follow the same calendar that JCTC and Spalding University students follow.

Besides a review of fundamentals, EES instructors embed college success navigation tools (study strategies, campus resources, financial aide, email, etc. Students who complete EES are better prepared academically and personally for the transition into developmental or credit courses. Students eligible for EES classes score below 28 on COMPASS math, below 21 on COMPASS writing, and below 51 on COMPASS reading.

For more information about EES, please contact Jodi Thompson or Julie Scoskie at (502) 485-3400